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Individualizing instruction was the theme of the 1964 Western States Small Schools Project summer workshop for Nevada participants. The report contains a summary, written by a participating teacher, of ideas and concepts presented to the workshop, and extracts from papers and speeches on such subjects as the value of the individual, creative writing, variable class size, and diagnostic teaching. Also included in the report are lists of consultants and participants, a daily schedule of activities, and a statement o f workshop expenses. (JH)

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WESTERN STATES SMALL SCHOOLS PROJECT

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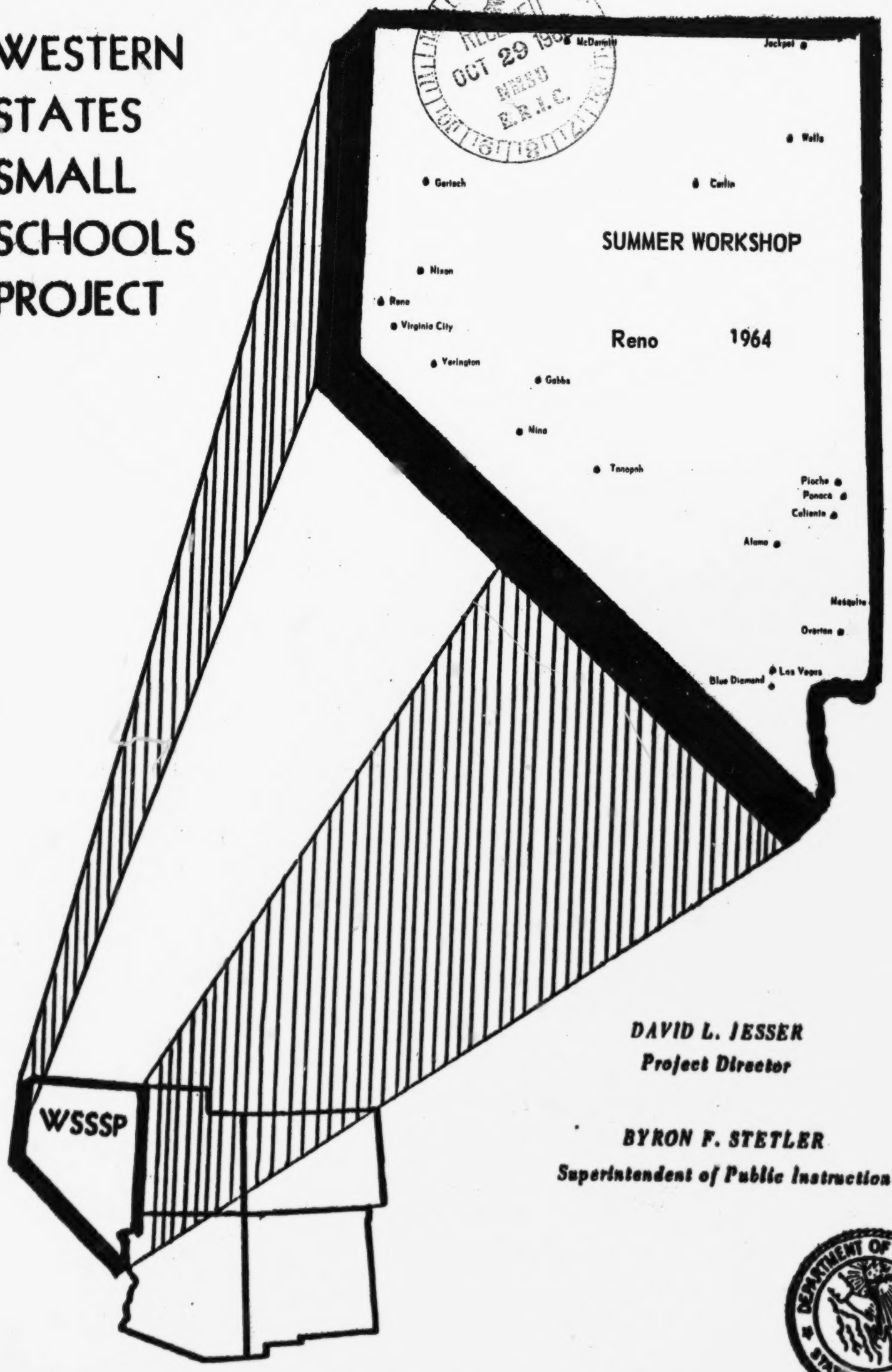

SUMMER WORKSHOP

Reno 1964

DAVID L. JESSER
Project Director

BYRON F. STETLER
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION
STATE OF NEVADA

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1964 SUMMER WORKSHOP REPORT
WESTERN STATES SMALL SCHOOLS PROJECT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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University of Nevada
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INTRODUCTION

The Western States Small Schools Project is a concerted, cooperative endeavor to identify and define ways of strengthening the educational programs in those small schools which must of necessity remain in the educational scene. The project, commonly referred to as the WSSSP, is a multi-state venture, and is made up of Arizona, Colorado, Nevada, New Mexico, and Utah. It is hoped that, during the project's 3-year span of operation, action-research programs in the various participating schools will furnish all necessarily existent small schools with sound guidelines for self-improvement.

As one phase of the program alluded to in the preceding paragraph, summer workshops for participating teachers and administrators are held in each of the several cooperating states. As each participating state is concerned with specific areas of interest, the several workshops may take somewhat different routes, so to speak. However, the ultimate goal for each state and each workshop remains as set forth in the first lines of the opening paragraph above.

What follows is a capsule summary and report of but one of the several 1964 WSSSP summer workshops, viz., that for Nevada.

CONSULTANTS

1964 SUMMER WORKSHOP
WSSSP - NEVADA

BLAINE W. ALLAN
Principal, Virgin Valley Schools
Mesquite, Nevada

DWIGHT ALLEN
Director, Secondary Education Project
Stanford University

LEONA ADEN
Teacher, Mina Elementary School
Mina, Nevada

RALPH BOHRSON
General Coordinator, Western States Small Schools Project
Denver, Colorado

DANA DAVIS
Professor of Secondary Education
University of Nevada

J. CLARK DAVIS
Professor of School Administration
University of Nevada

HELEN HEFFERNAN
Chief, Bureau of Elementary Education
California State Department of Education

WILLIAM IVERSON
Professor of Education
Stanford University

J. R. KARAS
Teacher, Woodlin Schools
Woodlin, Colorado

MARGARET McCALL
Elementary Supervisor, Harlingen Public Schools
Harlingen, Texas

EDWARD MEADE
Program Director
The Ford Foundation

ROBERT MOORE
President,
Orange Coast College

FLO REED
Elementary Education Consultant
Nevada State Department of Education

DORRIS LEE
Professor of Education
Portland State University

THOMAS T. TUCKER
Professor of School Administration
University of Nevada

ROY DeVERL WILLEY
Acting Dean, College of Education
University of Nevada

STINSON WORLEY
Professor of Elementary Education
University of Nevada

* GERALDINE SIKS

---

* Because of a sudden and severe illness, Dr. Siks was unable to participate. Dr. Dorris Lee, Professor of Education at Portland State University most graciously accepted an invitation to participate in the Summer Workshop.

PARTICIPANTS

1964 SUMMER WORKSHOP
WSSSP - NEVADA

Name	School
David N. Anderson	Pahranagat Valley
Elizabeth F. Beaudette	Nixon
Geraldine Bernier	Whitney
Mary M. Birdzell	Wells
Helen S. Black	Wells
Charles Borden	Wells
Grant M. Bowler	Moapa Valley
Janice Catron	Jackpot
Veda Cox	Virgin Valley
Margaret M. Dauchy	Virgin Valley
Jesolyn Del Papa	Tonopah
Dottye Denton	Gerlach
Vernon Dowty	Carlin
Kathryn Duffin	Caliente
Fred Melvin Evans	Virgin Valley
F. Gale Farnsworth	Virgin Valley
Norma K. Farnsworth	Virgin Valley
Reavis E. Foster	Carlin
Hugh Gallagher	Storey County
C. Douglas Gorden	Gabbs
Mamie Hanrahan	Clark County
Darrell V. Hansen	Jackpot
Lyle Ann Hansen	Jackpot
Aenona Harper	Wells
Ronald Harper	Wells
Margaret Huggins	Wells
E. Wesley Hughes	Virgin Valley
Charlotte F. Jackson	Storey County
Joaquin G. Johnson	Tonopah
W. Emrys Jones	Pioche
Edith Knight	Virgin Valley
Anna Belle Lee	Blue Diamond
L. Dean Lee	Virgin Valley
Jean R. Love	Caliente
L. David Love	Caliente
Anna M. McCoy	Gabbs
Odetta McGargill	Wells
Sam Maisano	Yerington
Bert C. Munger	Wells
Roberta E. Munger	Wells
Patricia Nolz	Wells
Pius Nolz	Wells

Name	School
Glenn Nutting	McDermitt
Larry G. Olsen	Lincoln County
Thelma B. Olsen	Virgin Valley
Bernard L. Prows	Virgin Valley
Charles K. Pulsipher	Logandale
Ronald Riding	Clark County
Richard L. Roberts	Carlin
Roy Smith	Wells
Emma E. Snider	Wells
Edward R. Sprague	Wells
Rudolph Talso	Nixon
Esther H. Underkofler	Wells
Harold E. Wittwer	Virgin Valley
Marie York	Mina

WSSSP WORKSHOP, JUNE 8 - 12, 1964

DAILY SCHEDULE

Time	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
8:00 9:00	GREETINGS		HEFFERNAN		McCALL	ALLEN	LEE	ALLEN	LEE	ALLEN
9:00 10:00	HEFFERNAN	IVERSON								
10:00 10:30			BREAK							
10:30 12:00	HEFFERNAN	IVERSON	McCALL	MOORE	McCALL	ALLEN	LEE	ALLEN	LEE	KARAS
12:00 1:00			LUNCH							
1:00 1:30 2:30	HEFFERNAN	IVERSON	McCALL	MOORE	McCALL	D.DAVIS	LEE	ALLEN	WILLEY F. REED	KARAS
2:30 3:00			BREAK							
3:00 6:00	HEFFERNAN	IVERSON	McCALL	MOORE	ADEN	ALLEN	KARAS	ALLEN	CLOSING DETAILS	
6:00			SUPPER							

In the above schedule, which is the one actually used during the workshop, the method used to separate groups (when desired) may be seen.

Additionally, it should be noted that refreshments during the breaks were served in the immediate area, which had the effect of making the breaks extensions of the sessions just concluded.

Dave Jesser explains the details.....

.....to teachers and principals from across the state.

THE WORKSHOP - - -

As Seen By a Teacher

Margaret M. Dauchy[1]
Mesquite, Nevada

The task of incorporating into a short paper the most salient ideas and concepts gained from the third annual workshops of the Western States Small Schools Project for Nevada becomes one of unwilling selection from an abundance of productive and exciting stimuli. I am the special education teacher at Virgin Valley Schools in Mesquite. When Principal Allan invited me to attend this workshop, I was skeptical of the benefits in it for one in my position. How remote from the facts I was!

First, I am going to point out an idea on reading which has caused me to meditate at length. Dr. William Iverson made this statement: "Any child can learn to read as well as he can speak." If this is true, then I have failed miserably to accomplish the foreseeable goal for one of my pupils. I gained some little comfort in talking with Dr. Iverson about the problem when he stated that in the case of severely retarded children the predicated level of achievement would take a long time to achieve, perhaps six years.

Other ideas on reading which I feel were good for me to acquire or, in many cases, review, were:

1. The spoken form of the language is basic.

---

[1]Margaret Dauchy is the Special Education Instructor for the Virgin Valley (Mesquite) Schools.

2. The whole body reacts to the reading process.
3. Language and culture are not separable.
4. Using flash cards is a very inefficient way to teach new words.
5. No child can read any better than he can think.

Dr. William Iverson

6. Reading is not the same in all reading areas.
7. Every piece of poetry should be <u>heard</u> first.
8. Most reading is taught through literature - type materials; therefore, the teacher has to assume certain tasks in the areas of history, science, and mathematics.
9. There are great problems of ambiguity in the social studies; explicit meanings are very important; there are "life and death" words.
10. Science is the most heavily loaded with vocabulary which requires even more preciseness of meaning than the social studies and has to be taught explicitly.
11. In reading there should be basic instruction, instruction in each field where books are used, extended instruction for superior students, and intensive instruction for retarded students.
12. The school is the most important cause of reading retardation which, in most cases, is caused by inadequate instruction.
13. There is no royal road to reading, but any youngster <u>can</u> be helped.

Second, Dr. Helen Heffernan's inspiring lecture "New Dimensions in Education" will cause me to place greater emphasis upon the geography of the United States and all the rest of the world. I shall try to help my pupils understand something of the purpose of the United Nations and all its varied services. To put it another way, I shall try to focus upon the social sciences. Another thing that I shall try to do as a result of this lecture (and other lectures) will be to provide my pupils with things to do which will help them maintain and develop manual dexterity, the importance of which was given a new emphasis, at least to me.

Dr. Helen Heffernan
California State Department Of Education

Third, from Dr. Robert Moore's presentation came many ideas to help me in my own situation. Dr. Moore said, "An educated person displays his wisdom through a wide range of choices." Pursuing this idea, there are two questions for me to ask myself and to try to come up with some concrete and practical answers. These are the questions: (1) How do I provide my students with the most efficient instructional experiences while with me? and (2) How do I encourage students to extend their education? We teachers should consider the <u>who</u>, <u>how</u>, and <u>what</u> of

education. We must establish short term goals for students who do not have good vision. This most certainly applies to my group of students. We must remember that the teacher sets the climate by what he does. In the matter of techniques, we should realize that one learns by his senses. Dr. Moore gave these interesting percentages for learning and retention:

Learning	Retention
1 % taste	10% of what he reads
1½% touch	20% of what he hears
3½% smell	30% of what he sees
11% hearing	50% of what he hears and sees
83% sight	70% of what he says as he talks
	90% of what he says as he does

Even with my group, I believe that I can let the pupils assume the role of a teacher much more often that I have in the past. I'm going to give it a try next year. The question, "Will the world be buying what your students have to sell?", is perhaps especially important for teachers of special education, whose aim is to prepare their students to go out into society with the attributes and abilities which will enable them to be socially acceptable and to hold down a job.

Fourth, I learned for the first time about the many practical possibilities of the use of the amplified telephone. From a skeptic, I became an enthusiast about its value.

Fifth, as Dr. Dwight Allen continued the theme of the workshop - Individualizing Instruction - he pointed out its academic and personal merits and made several assumptions as follows:

1. High school is the period of schooling typically included in grades 7 - 12.
2. All students should have continuous study in all basic subject matter fields throughout the six secondary school grades. These fields are: 1. Arts (Visual, Performing, Practical) 2. Language (English and Foreign) 3. Mathematics 4. Natural Sciences 5. Physical Education and Health 6. Social Sciences 7. Guidance.
3. In each subject area groups of students can be identified whose needs require a discrete program of studies.

Dr. Dwight Allen...Stanford University

4. Each student when properly taught will have four basic types of instruction: large group instruction, small group instruction, laboratory instruction, and independent and individual study.
5. Adequate instruction in each subject field requires senior teachers who are assisted by less highly trained members of the instructional and supporting staff.
6. Class size, length of class meeting, number and spacing of classes ought to vary according to the nature of the subject, the type of instruction, and the level of ability and interest of the pupils.
7. It will be possible to obtain the necessary mechanical equipment to implement.

In an explanation of current teacher education at Stanford University, Dr. Allen stated the philosophy of concentration in a single teaching field and a solid base of liberal education. The trainees are helped to develop in the art of making sound professional decisions (when to do what) and in the use of technical skills (how). Micro-teaching and clinical experience are a part of the practice teaching and intership program.

Continuing with the subject of individualizing instruction, the following purposes of individual and small group instruction were explained:

1. To individualize opportunities for mastery of common material.
2. To allow opportunity for more effective practice or experience.
3. To allow alternatives to be considered.
4. To differentiate levels of responsibility and control.
5. To provide more immediate information of accomplishments and difficulties.
6. To increase the efficiency of the use of staff, faculties, and time.
7. To provide schedule flexibility.

Some of the advantages of small group instruction are:

1. Self expression.
2. Exchange of ideas.
3. Discussion of problems.
4. Pleasure of group conversation.
5. Stimulation of the group.
6. Successful competition.
7. Division of labor.
8. Co-operation.
9. Instructional variety.
10. Demonstration of things that need to be closely observed.
11. Time for teacher.
12. More student responsibility.
13. Production.

Turning to a study of the role of change - working from the possible now to achieve more later - Dr. Allen pointed out as characteristics of

new goals the following:

1. A focus on academic achievement. The dorminant pattern is post-high school training.
2. Operating in a world context.
3. Occupational choice in the national interest.
4. Increased college orientation.

New processes are illustrated by:

1. Team teaching.
2. Flexible scheduling.
3. Programmed learning.
4. Non-graded programs.

New content is provided by such factors as:

1. Differential staff use.
2. Technological advances.
3. Faculty innovation.
4. Emphasis on change.

New content is illustrated by:

1. National Curriculum Studies.
2. New concepts of contents.
3. New content elements.
4. Integration of content areas.

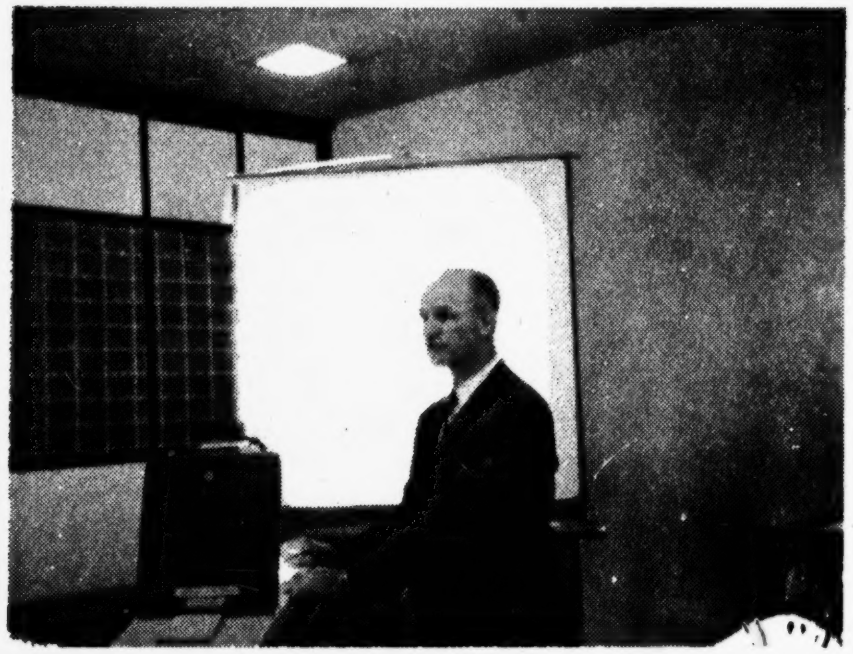
All these things result in new responsibilities. Planning for change leads to intense problems of:

1. Staff anxieties.
2. Defeated expectations.
3. Unequal recognition.
4. Imbalance of resources.

Dr. Allen's presentation made me more intelligently aware of important recent developments and trends. It helped me tremendously in increasing my understanding of the purposes and techniques of individual and small group instruction.

Sixth, Mr. Blaine Allan's presentation of last year's experience in modular scheduling at Virgin Valley High School was informative and thought-provoking. Mr. Allan frankly disclosed the problems his school faced and is successfully solving. The experiment has been a very

interesting one for me to observe. As I am in the field of special



Mr. Blaine Allan..... explains the computer generated schedule now in operation in the Virgin Valley High School.

education, I am not actively involved in the schedule. But from my vantage point of being on the campus all the time, I have watched the project in action and on the whole I have been favorably impressed. My only reservation might be that I feel that such a program might better be initiated with Grade 9 instead of Grade 7. The seventh and eighth graders were "lost" at first in regard to the use of their independent time. However, I noted appreciable improvement in this respect toward the end of the school year. Apparently they only needed time to realize that "free" time is for learning, too, but "on their own."

In the Deseret News of June 10, 1964, there is an article about Virgin Valley High School entitled "Nevada School Has Unique Teaching Method." Two comments by Principal Allan that are quoted in this article are pertinent here. One, "We've taken the monotony out of the school day so that students are no longer bored with school." Two,

"There's just nothing but good in it. I know we're going the right direction."

No two days of the week are exactly alike, either for students or teachers. Says a senior girl, the new system, "gives you more of a sense that you're getting learning yourself instead of having someone pour it into your head."

This from the art teacher, "We're doing more individual work. We used to prepare for a class. Now we prepare for students."

The vocational agriculture instructor and student counselor says, "At first students took advantage of their freedom. We found it takes about three months for students to realize they must use their time profitably.

The program makes possible both large and small group instruction, independent study, and individual study. With the optimistic attitude existing among students and faculty and Mr. Allen's sincere and unflagging devotion to the program, I anticipate a continuing and expanding success for our school.

Seventh, Dr. Dana Davis's lecture reviewed for me many techniques and methods which needed such reviewing. Her suggestions for working with "slow" students were of particular help to me. Attention which should be given to listening activities was stressed. This is an area of instruction which I am all too prone to neglect.

Eighth, Mr. Junior Karas's presentation was a real eye-opener to me. I have never, nor will I ever, teach music, but the inspiration I received from the drive of this music teacher was out of the common run. I was impressed by what he is able to accomplish in a 15-minute class period.

and by his ingenuity is providing for his students whatever he sees a need for. In my mind, Mr. Karas is not only a master teacher, but a master mechanic, too. What results have come from such a combination! Mr. Karas's use of the overhead projector and slide projector opened up whole new vistas for me. (In fact, the use made of the overhead projector throughout the workshop was very instructive for me.)

Mr. J. R. Karas (Woodlin, Colorado) explains a portion of his music program.

Ninth, Dr. Edward Meade brought up several ideas which were thought provoking in their implications. One was starting school at three years of age. Others were differentiated pay for teachers and the operation of the school plant on a year-round basis.

In conclusion, I wish to acknowledge that my participation in the WSSSP workshop was one of the most challenging and inspirational educational experiences that has ever come to me. I know that next year's program for my little group of students will be enriched and expanded because of this workshop and that my students, as well as I, will receive lasting benefit from it. The final test rests with me, but I feel confident that the inspiration and ideas received by me at this conference are so real and important and exciting that they will be translated into action to as great an extent as I am capable of accomplishing.

VALUE DETERMINES ACTION

(From remarks made by Dr. Helen Heffernan)[1]

The primary task confronting school people is to turn our attention toward the learner as an individual. Each person is different from any other individual as a human being; thus, each person has something nobody else has. According to Earl C. Kelley, "Every person has worth - - has value. He is important - - indeed, precious. He is entitled to be treated as a human being. He has equal rights under the law, without regard to his condition of birth or the circumstances under which he has been obligated to live." [2]

In our democracy the individual counts for everything. The school is constructed by individuals to serve individuals. Individuals are an implementation of the way we want to live. Individual differences can be, and are, a nuisance to one who has to run a "tight ship" but the democratic ideal maintains that these differences are our greatest assets.

What, then, is our educational objective? It is turning out a healthy, intellectual, curious, courageous, competent, well-informed, loving, self-confident and a socially adjusted, thinking individual.

---

[1] Dr. Helen Heffernan is Chief of the Bureau of Elementary Education for the State of California.

[2] Return to Democracy, Earl C. Kelley, Professor of Education, Wayne State University, Detroit, Michigan.

No school is better than the teachers who direct the individuals. To teach a student one must first reach the student. He directs students to learning situations and provides rich, varied and interesting experiences.

I expect a teacher to be a "nice guy". The students want to like him and they do want him to like them. I expect him to make the student "want to learn." I expect him to generate enthusiasm by acting enthusiastic. How does an enthusiastic person act? He speaks in a full, loud voice. He laughs spontaneously. In short, he enthuses. I want his classes to be alive. He needs to be skillful, understanding and competent so that learning can come to the student as easily as possible. I want him to be patient, fair and demanding so the student will respect him.

I expect the teacher to set standards in grooming, in promptness, in attitudes and in behavior so as to hasten the student's process of maturing. I expect him to maintain good classroom order so as to tax the potential of every individual student. I expect cooperation and loyalty, but not subservience. I expect that his teaching function will maintain the highest priority. He is not hired as a detention-home guard. We might even say that the teacher is expected to perform miracles - - not big miracles, but little miracles, one at a time - - with individual students; little miracles that are produced every day through a combination of intelligence, talent and "Hard Work."

I want the teacher to be an intelligent, talented, hard-working specialist who, in his own initiative way, directs each individual student to experiences of learning. He knows where the student is going and sees to it that he gets there.

This "miracle worker" should have a personality that permits:

1. A sincere liking of people, especially the youth.
2. The acceptance of many points of view. (How can he direct a student unless he understands him?)
3. A willingness to be a "take charge" person. He will maintain a steady hand to take over when the chips are down.

I believe that after the effective teacher, the effective lesson comes next. Dr. Dwight Allen says the lesson accelerates learning when it is well-planned, prepared, presented and evaluated. Careful planning is the foundation of all good instruction from the first day of student teaching to the last day of June of the retirement year. The nature of the lesson plan may change as the years go by but planning should never cease. Planning should start with the entire school life of the student. Therefore, the teacher should be involved in curriculum planning. He should learn about the school system's curriculum. Then, beyond the entire curriculum plan, the yearly plan, the unit plan and the daily plan, he should plan for the individual. A student who fails to see the relevance of what he is learning and where he is going is not ready to learn. No one lesson plan will fit all the individuals of the class or group. A skillful chef can improve a mediocre stew with a few pinches of the proper herbs - - providing he knows what is lacking.

Continuous, efficient planning is the key to successful preparation.. Then comes review, research, materials, equipment, techniques and perspiration. In other words, "just plain get ready."

Of course, the presentation calls upon the skills and clever techniques the teacher has acquired in his training. Presentation involves:

1. Prepare the student for the experience he is being told, what he is about to see or hear and why it is important

in relationship with his goals.
2. The presentation is made, or the experience is made possible. Of course, the experience is pleasing, exciting and rewarding.
3. The student is reminded of what he has seen or heard and is prepared for application and reinforcement of the desired learning.

Should all learning experiences be evaluated? Certainly not! But, periodically, both individually and collectively, measurement should be taken to measure the distance yet to go. The presentation might quickly be evaluated, at least by the teacher himself. The teacher would do well early in the course to reach a clear understanding with the student about his philosophy of testing and grading. Nothing can contribute so quickly to poor morale as an unfair test on material not adequately covered.

The purposes of individualized instruction are:

1. To meet the various needs of the students.
2. To activate individual (independent) thinking.
3. To provide for independent study. Schedule independent time for each student.
4. To counsel students. Direct students in terms of his goals, not the teacher's.
5. To help in problem solving.
6. To provide alternatives and enrichments.
7. To pursue individual interests.
8. To provide remediation of deficiencies.
9. To compensate for unique abilities.
10. To allow one to compete with himself rather than his peers.
11. To provide for self-satisfaction - both for the student and the teacher.
12. To help the teacher better understand the interests and capabilities of the student.
13. To assist the student to self-discipline himself.
14. To promote greater depths of study.
15. To provide opportunity for immediate reinforcement of difficulties.
16. Create good rapport between student and teacher.
17. To create an adequate self-concept (all learning is categorically based upon previous learning).
18. To sensitize the need for continual readjustment of goals and purposes.
19. To create divergence of responses.
20. To relax.

CONCLUSIONS

Modern conceptions of the role of education in reaching this individual as a person have brought us great distances toward understanding the wholeness of the human being -- we need to recognize the complexity of the person. Hence, an enormous responsibility is placed on the teacher to be a diagnostician of the individual's needs as well as a leader of a group. This is not an easy task; it calls for great artistry in teaching.

Lawrence K. Frank said, "The child, then, needs help in bringing his emotional responsiveness under regulation. Some children are more prone to anger and rage; others to fear and pain; so that each child requires highly individualized help in meeting his peculiar personal reactions." Frank said further: "...another life task of the child...He must create for himself, out of his experiences and the teaching he receives, an image of himself and of the kind of person he would like to be."[3]

Thus: How can we know the individual as a person? What do we need to understand about him, about how he learns, about how he feels? Can we as teachers learn to be diagnosticians even as our excellent medical and dental internists are? It is not easy. If we could move closer to what we know, then we could perhaps have an honorable place in the recital of efforts to serve the whole child in his social setting - to let him enjoy the feeling of personal validity and acceptance because he has done the best he can, with our help.

Torrance tells us that "Individuals are many-faceted, but if we choose only one facet to honor and a particular child was endowed with dozens of others - but not that one - we can well be leading him to the drop-out route or worse."[4]

---

[3] Frank, Lawrence K., The Fundamental Needs of the Child (New York City: National Association for Mental Health, 10 Columbus Circle, 1938).

[4] Torrance, E. P., Guiding Creative Talent. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1962.

From Rio Hondo, Texas.... Mrs. Margaret McCall discusses the workshop with Dr. Stinson Worley, of the University of Nevada faculty.

From Mesquite, Nevada.... Mr. Blaine Allan, along with Mr. and Mrs. Dean Lee, listens as Dr. Thomas T. Tucker speaks to the group.

CREATIVE WRITING

Margaret McCall[1]

There is a great gap between this country's technical progress and out social progress. Scientists have been willing to try the untried and so have advanced, but parents still want report cards written just as they were when they got them. We have readily accepted change in almost every area of our culture except education.

Scientists are making dictating machines into which one dictates and out comes the printed page. What will that do for spelling? All kinds of voice recorders are coming - television newspapers - flip the switch to read the paper! All this will affect our future teaching procedures as our lives adjust to the change.

What about our vocabulary studies? What are high frequency words in 1964? What were they in 1954? What are slang words today? What is happening to the bright child when we put him in a basal reading program? Aren't we putting a ceiling on his reading opportunities? To meet each child's needs, a reading program has to be different for each child, since each child has different abilities, different vocabulary, and very different reading needs.

We teachers teach reading as if everything that happens in the classroom had to support this skill instead of teaching reading in such a way

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[1]Mrs. Margaret McCall is Supervisor of Elementary Education, Harlingen (Texas) Public Schools.

that this skill would overflow to help us do the other jobs that we need to do. Is reading a tool? Is it the only means of learning? How long has it been since you dared experiment with one new idea in the teaching of reading?

Creative writing can be such an idea and also a joyous experience in the teaching of reading for you and your school children. It is one of the creative arts that renews the spirit and is perhaps the most practical, although at present, one of the most neglected. For proof of this neglect, just watch the greeting card displays in any store; we are letting others say what we should write to our loved ones. Communicating skills are really at a low ebb when this happens.

We, as teachers, must do something to help children increase their communicating skills; creative writing will do it if teachers are willing to try it consistently. Interest plus experience plus vocabulary equals writing. The child needs to have something to say and needs to have it written down, either dictated to the teacher at first or written by the child-author himself.

There are two kinds of writing - practical and creative. They are separate and distinct and serve separate purposes although a balance must be maintained between them.

Practical writing is utilitarian, realistic and needs the discipline of correct mechanics. We usually think of seatwork, assigned by the teacher as this type of writing. The child works as a reproducer of known facts, conditions or ideas. We emphasize spelling, penmanship, neatness, punctuation and form. We use practical writing to teach, reteach, drill, and practice the mechanics of writing. It may be red penciled and re-worked without hurting the child's creative ability.

Creative writing is personal, individual, imaginative and highly perishable. No one, other than the author, can produce it. It is an individual's expression to an experience he has had, to something he has seen, heard, or come in contact with. To keep it flousishing there must be complete freedom to experiment and complete assurance of a respectful reception of the product. Creative writing must never be red penciled. A five or ten minute conference per week with each child will reap far greater dividends, or as Mauree Applegate says, in her book, Freeing Children to Write, -- "A small dose of hope and faith administered by hand is priceless."

In developing creative writing the teacher must be prepared for poor handwriting and spelling; to the children the ideas which they themselves express are paramount - so encourage the ideas and lock up the red pencil when guiding students into creativeness.

The techniques of helping children write creatively are many and varied but the most important one is the classroom environment or the teacher-pupil relationship which encourages and develops originality. Establishing atmosphere conducive to learning and creativity is not an easy task. The following list may help as a guide in doing this.

A teacher needs to:

1. Provide opportunities for children to talk and write - enjoying both.
2. Share enthusiasms of children.
3. Provide stimulus for a flowing of ideas.
4. Understand the personal needs of each child.
5. Be sympathetic and use praise in large doses. (Success thrives on success.)
6. Create an air of honest freedom.
7. Eliminate coercion, scarcasm and trite criticism.
8. See that children will not be laughed at or given too much attention by their peers or the teacher.
9. Remember that interest is more important than anything else and interest begins with content and use - never

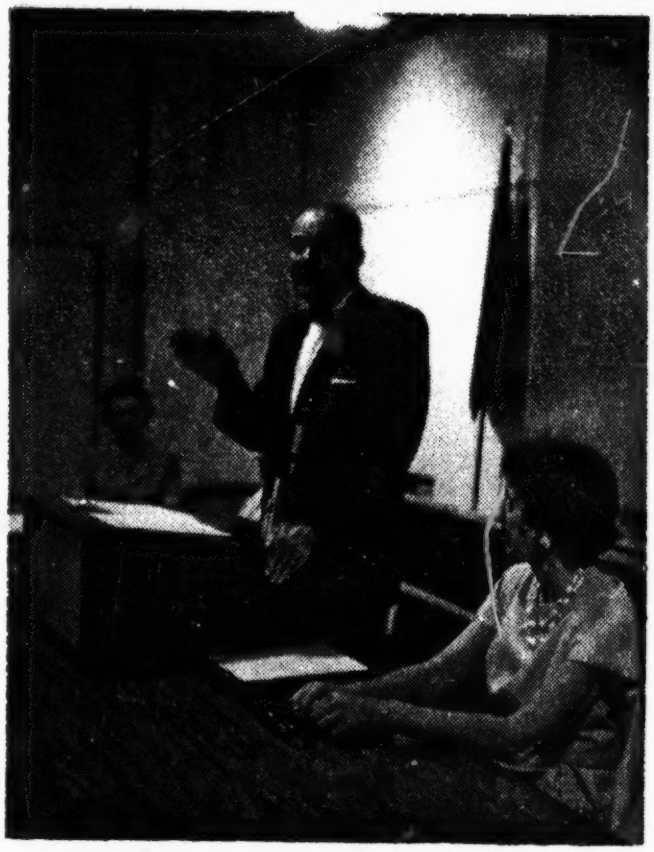
with the mechanics of form. (Save the rules for practical writing.)

In the primary grades the greatest problem teachers face in creative writing is the giving of words fast enough. Each teacher will have to work out his own technique. Some teachers sit and let the children come to them with slips of paper, others have the children make word books and open them at the beginning sound of the word. Picture dictionaries are very valuable, as are lists of words posted for a particular subject. As children are free to write they will grow more adept with words and mechanics. In the intermediate grades the writing should be done fast so the ideas will not escape; this writing can then be improved by rereading and checking by the author before the group hears it. Older children will improve as they become more aware of interesing plots for stories, paragraphing, and use of conversation for interest and etc...

Much of the success of a well-rounded program lies in the adequate reading environment of each child. It is, therefore, important that the teacher read to the children from a wide selection of children's literature.

Language grows as general knowledge grows. Possibilities for writing increase with experiences inherent in the activities in which children engage. Learning by doing and discovering will start the flow of words for interesting writing. This writing should be read - and here we have reading! Reading in a new, vital form, which was produced on the individual's own level with his own words! Isn't this meeting a child's reading needs? No child will write what he doesn't know or can't say, so as teachers, we can quickly see where we need to teach. By helping a child improve on his <u>next</u> story, we can teach reading far more effectively and meaningful by this method than by many of the accepted ways.

Quoting again from Mauree Applegate's book, Freeing Children to Write, the author says, "Storytelling is one of the eternal ways of man's communicating with fellow man - to entertain, to teach and to ease the heart." All children need to experience the sheer satisfaction and pleasure which creative effort yields, so let us, as teachers, help children keep their wonderful tales forever, learning to tell them with colorful, sparkling words through creative writing.



From the University of Nevada... Dr. Thomas T. Tucker speaks to the group.

From the University of Nevada.... Dr. Stinson Worley and Dr. Jack Clark Davis enjoy a brief chuckle during the busy week.

A SIZE FOR EVERY OCCASION

by Robert B. Moore [1]

A recent Associated Press dispatch from Burlingame, California, quoted the executive secretary of the California Teacher's Association as having said that, 'The ideal class..... is twenty-five pupils per class." His absolute maximum was "thirty." When Dr. Arthur Corey advises the press that twenty-five is the ideal number of students per teacher, he does so with the thought of a specific classroom situation - in other situations some other ratio would be the magic figure.

During this past school year we had the opportunity - and a pleasant one it was - to have on the campus of Orange Coast College an exchange teacher from a college at Cambridge, England. Her college emphasizes the tutorial system of instruction and, while lectures are also given at her school, to her the ideal ratio is one instructor and one student seated across the table from each other intensely discussing the topic at hand.

Recent occurrences of national interest have brought millions of viewers to their television screen at the same time - in a few instances it has been estimated that 60 million Americans were viewing the nationally significant event simultaneously. Improved transmission on a world wide network will, in the near future, treble the number who may view such an event. If this event is educative in nature, and repetitive in quality for all, ad infinitum, can one argue for a restriction on the size of the audience?

Those who have become specialists in group discussion techniques claim that the group's interplay falls off markedly when the size goes beyond fifteen. With fifteen or less in the group each member overtly contributes

[1] Dr. Robert B. Moore was, at the time of this writing, Dean of Instruction at Orange Coast College (California). Since this article was written, Dr. Moore has been named President of the College.

to the discussion; increase the size by one and a sudden decline occurs.

Rather than a fixed ratio of students per teacher, would it not be more appropriate for us to look at the purpose of the teaching session and from this point then determine what arrangement would best suit the purpose?

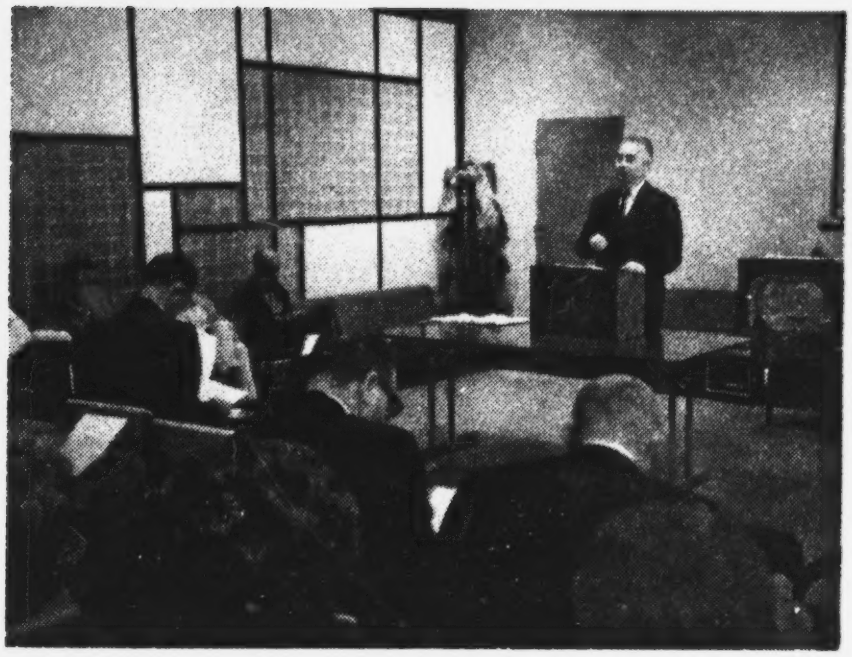
Over a decade ago the Staff Utilization Commission under the leadership of Dr. J. Lloyd Trump provided secondary schools with the opportunity to experiment with a variety of schemes - team teaching, electro-mechanical aids, instructional assistants as para-professionals for the teacher, schedule modification and variable class size arrangements.

The records of the schools are available for all to study. Junior and senior high schools found it was possible to vary class size according to need and, in the research investigations that accompanied these experiments, it was found that these variable class size arrangements improved the learning of the students. A high school in Colorado found they could bring outstanding speakers to their sophomore English classes when all the class sections met at the same time on one day a week. A small Utah junior high school found there were opportunities for small group discussions when an interdisciplinary team of teachers operated their school week on a large group-small group arrangement. A high school in California found that student leadership was nurtured when student led small group discussion followed large group presentations by instructors.

Science teachers in particular appear to enjoy the large group-small group arrangements when the opportunity for such a procedure is made available to them. The many excellent films on science coupled with the teacher's lectures on content or technique are large group situations. The laboratory meetings are the small group situations. In the laboratory the close personal contact between student and instructor - a contact not available in the large group, nor the traditional sized class - becomes available.

Though we are all quite certain that classes should not be over a certain size, we cannot find evidence in research records which demonstrates a significant loss in learning on the part of students when class size is increased. Research in this area is inconclusive, but what we have tends to show that learning, if anything, is improved in larger classes. Perhaps the results indict the measuring devices rather than the small classes.

I suspect Dr. Corey was speaking about the elementary classes when he advocated an ideal size of twenty-five students per teacher. Actually, do you know an elementary teacher who works with her entire class? I don't - at least not after the first day. They group for reading, group for spelling, group for arithmetic, and so on. It is in the secondary schools that class size traditionally becomes group size. With our need for more varied student experiences, more specialized teaching, and more effective utilization of available talents can we afford to ignore the improved learning efficiency available through variable class size arrangements?



From Stanford University.....
Dr. William Iverson discusses problems relating to the teaching of reading.

From Stanford, Mesquite, and Carson City.....
Dr. William Iverson,
Wesley Hughes,
Dave Jesser and
Dean Lee.

"DIAGNOSTIC TEACHING . . . A METHOD OF INDIVIDUALIZING"

Dr. Dorris Lee[1]

Two basic assumptions to which we in elementary education give lip service, but by and large, never have implemented are: (1) Each child has his own rate of growth potential for all the various kinds and areas of learning, and (2) Every child should progress and develop to his own greatest potential at any particular time.

Keeping in mind the assumptions noted above, it would be wise to review the basic purposes of elementary education. While there are many ways in which they might be stated, a typical statement would be:

1. The primary purpose of elementary education is to provide learning experiences necessary to assist the child to understand better all aspects of his environment to the extent he is able to understand them at a particular time.

2. The second basic purpose of elementary education is in reality the accomplishment of the first. As the first purpose is accomplished, there is also provided an assurance that continued life-long learning will take place as each child develops the skills of "learning how to learn".

Incorporating these two purposes with our two basic assumptions, we have the foundation of building the framework for organizing the elementary school classroom for individualized learning. Some of the planks of the framework are:

1. Each child must <u>really</u> begin where he is, in developing each of his skills and understandings.
2. Each child must be helped to broaden, deepen and extend his skills and understandings as far and as fast as he can comfortably and effectively do so; we must not keep children from learning by artificial ceilings.

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[1] Dr. Dorris Lee, Professor of Education, Portland State College, Portland, Oregon

If we are going to stop wasting children's time we must stop "teaching" him what he already knows and what he does not need. Since these differ with every child, the only solution is to teach diagnostically.

Let us look at diagnostic teaching and what it would mean for organization of the classroom for learning.

Since reading is of such vast importance and great concern, let's start there to illustrate. If we are to stop wasting children's time and if we are to stop preventing children from learning, procedures will have to change drastically from the usual three-group basal reader approach. What is more, teaching children only to read readers is a most limited and limiting procedure. Reading, being an almost all day activity, must be diagnosed and taught with a variety of materials.

Much has been written about diagnosing reading problems but we can find little evidence of practice for keeping the continuing record of each child's progress in the development of his various reading skills. Yet, it would seem this is essential if we are going to be able to keep him progressing at his own best rate, and if we are not to waste his time "teaching" him what he already knows.

Are some children only getting what the book says - - - rather than what it means? Are others unable to either identify, or identify with the feelings of the characters, the purpose of the writing, the setting or situation in which it is laid? If so, this suggests the kind of help they need.

Are some children having difficulty with ending consonants but none with initial ones? Are some even in first and second grade having no trouble with phonics as such, but only with skills involved with syllabication? Then, for heaven's sake, let's not confuse these children

and waste their time by teaching them the phonics they do not need!

Are some reading slowly and in a labored fashion with lip movement and subvocalization? Then let's change their reading program at once to material that is easier, more meaningful to them. Encourage phrase and sentence reading and make plans for increasing their sight vocabulary.

Or some may be reading all types of material at the same rate, treating thought provoking content the same as a fast-moving story.

Is each one having an opportunity to read materials as difficult as he can handle effectively, at least part of the time, regardless of its grade level?

Do some children appear uninterested in the stories they are reading? Do they have other interests they would like to follow? Then let's see that the material children are reading seems as valuable and absorbing and as useful to them as possible. Attitudes toward reading and all school work are being developed or entrenched through the reading experiences.

All of these needs of children call for a different kind of program from the traditional one. Many teachers have already taken the step to individualize the reading program.

Many are concerned that a teacher does not have time to give to each child separately. The secret lies in the hours of both teacher-and pupil-time which are saved when we stop trying to teach what the pupils either already knowor are not ready for. Small group teaching still exists as those with the same needs are gathered together for specific help. The groups are then changed or abandoned as the needs change. Teaching without diagnosis is a most wasteful procedure, not only of time

but of children's interest and enthusiasm for learning.

As for around-the-group reading, oral reading is only valuable in a truly audience situation and so needs to be developed there; reading from a common reader in a reading group certainly is not an audience situation. Following in the book while another reads does more harm than good as soon as the child reads faster silently than orally. This normally occurs around the middle of first grade.

How, then, would a room be organized for diagnostic teaching of reading? A wide variety of books of wide interest and difficulty range is needed to meet children's needs. However, using all presently available sources coupled with a redesigned purchasing plan requiring little if any added expenditure can, in nearly every instance, provide at least a minimum program.

The teacher should keep individual records of each child's progress and needs. Each child should have an opportunity, two or three times a week, to work individually with the teacher. At this time, the diagnosis is made, and help is given where needed. Specific purposes are planned with the child relative to his next learnings. Also, at regular intervals, each child should select and prepare material for oral sharing with either the total group, or a small friendship group.

Individualization of instruction makes for maximum development of the skills of learning-how-to-learn, by encouraging self-direction, initiative, responsibility and self-evaluation.

It requires a willingness to abandon wornout and wasteful procedures, to look at children as individuals instead of a class, to never expect to teach all the children the same thing at the same time even though they may often all be dealing with the same topic.

It sometimes requires more time spend on diagnosis than on teaching and this is as it should be. When we stop wasting children's time and teach only what they need, we can set up experiences to determine what these needs are and then teach them.

SUMMER WORKSHOP COSTS
1964

I. General			% of Total
University of Nevada (Room & Board Charges)		$2,030.00	29%
Consultants		$2,652.70	38%
Honoraria	$1,800.00		26%
Consultant's Travel	852.70		12%
Participants		$2,307.15	33%
	TOTALS	$6,989.85	100%

II. Schools	Amount	% of Total
Alamo	$110.00	1.58%
Carlin	80.00	1.15%
Caliente	110.00	1.58%
Gabbs	74.00	1.06%
Gerlach	39.20	.58%
Jackpot	161.80	2.31%
Las Vegas	282.40	4.04%
McDermitt	57.80	.82%
Mesquite	428.40	6.13%
Mina	58.80	.84%
Nixon	0	0
Overton	16.00	.02%
Pioche	95.00	1.36%
Panaca	100.00	1.43%
Tonopah	113.80	1.63%
Virginia City	48.00	.69%
Wells	506.95	7.25%
Yerington	25.00	.38%

1964 SUMMER WORKSHOP - - GRAPHIC REPRESENTATION OF EXPENSES